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| **Group:** | **Learning Profile for this group:** |
| **Text:** | **Learning Goal: (W.A.L.T.)**  *We are learning to...* |
| **Success Criteria:**   * I can... * I can... | |

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| **Minds On/ (Before Reading): *How am I going to introduce the text and engage students?***  *(activate prior knowledge, skim & scan, make connections, preview text features & new vocabulary,*  *set the context for learning: share learning goal(s) and success criteria, focus strategy & question, assign a task for ‘early finishers’)* | **Connections**  □ L: Literacy  □ ML: Mathematical Literacy  □ R: Religion/ Family Live  □ S: Science  □ G: Geography  □ H: History  □ A: the Arts |
|  | **Assessment Tool/Strategy:**  □ **“for”** learning  □ **“as”** learning  □ **“of”** learning |
| **Action/ (During Reading): *What are the students going to do and why?***  *(introduce or extend new learning, reinforce prior learning, provide opportunities for practice and application of learning,*  *read an established chunk of text; silently or in a quiet voice for the teacher, self-monitor for comprehension, self-correct, mark confusing parts, reflect on the focus question posed)* | |
|  | **Assessment Tool/Strategy:**  □ **“for”** learning  □ **“as”** learning  □ **“of”** learning |
| **Consolidation & Connection/ (After Reading): *What strategies, questions, and/or prompts can I use to generate thoughtful discussion? How will the learning be consolidated and extended?***  *(help students demonstrate what they’ve learned, provide opportunities for consolidation & reflection, discuss usefulness of focus strategy or skill & prompt application & transfer of strategies , skills to other subject areas, assign follow-up activity)* | |
|  | **Assessment Tool/Strategy:**  □ **“for”** learning  □ **“as”** learning  □ **“of”** learning |
| **Follow-up/Next Steps:**  *(modify grouping, determine focus for next guided session, assess & record individual student progress)* | |
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**Observations:**